

Difficulties Faced by Iraqi EFL Learners in Translating English Barnyard Verbs

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techniques of translation

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**الصعوبات التي يواجهها متعلمو اللغة الانكليزية العراقيون في
ترجمة افعال الحيوان الانكليزية**

كلمات مفتاحية : افعال الحيوان ، المعنى القاموسي والمعنى الضمني ، تقنيات الترجمة.

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ABSTRACT

Translation is a vital process that needs much more understanding and mutual background knowledge on the part of ESL or EFL learners in terms of grammar , meaning and context of both the SL and TL . Thus , the main aim of the current research paper is to identify and figure out the techniques used by ESL or EFL learners when translating English barnyard verbs into Arabic .

The main problem of this study is attributed to the fact that ESL or EFL learners may not be able to identify and understand the connotative meaning of barnyard verbs since these verbs are onomatopoeic (i.e,) a word that phonetically imitates, or suggests the source of sound that it describes. Therefore they may be unable to translate these verbs appropriately and accurately. For example, the verb "coo" has a denotative sense in that it refers to the natural sound of dove or pigeon , but when children "coo" , that means they speak gently which is a connotative meaning . Accordingly, the ESL or EFL learners may not know the connotative meaning of such verbs because these verbs have different associations and suggestions. Then, ESL or EFL learners may use different techniques in translating these verbs.

The most important conclusions that this paper has come to can be summarized as : firstly , denotative meaning of barnyard verbs has something to do with the use of words whose meaning suggests the onomatopoeic sense , whereas connotative meaning , has something to do with the meaning that is implied by a word apart from the thing which it describes explicitly ; secondly, denotatively speaking , barnyard verbs are phonetically described, whereas connotatively speaking , they are semantically described . Consequently , it is somehow easy to figure out denotative meaning of barnyard verbs , but it is hard to identify and

understand connotative meaning of these verbs due to the fact that they have different meanings with different contexts ; thirdly , translating English barnyard verbs may cause a difficulty since that what might be expressed onomatopoeically in one language may not have a counterpart that reflects similar sound effects in another. Therefore , ESL or EFL learners as well as the translators may resort to some techniques like equivalence , paraphrasing and modulation to convey the propositional content (or the connotative meaning) of these verbs .

المستخلص

تُعد الترجمة عملية فعّالة تتطلب فهم مستفيض ومعرفة مسبقة متبادلة من جانب متعلمي اللغة الثانية ومتعلمي اللغة الأجنبية فيما يتعلق بالنحو والمعنى والسياق في كل من اللغة المصدر والهدف . لذلك فالهدف الاساس من البحث الحالي هو للتعرف وفهم التقنيات التي يستخدمها متعلمو اللغة الأجنبية ومتعلمو اللغة الثانية عند ترجمة افعال الحيوان الانكليزية الى اللغة العربية . فالمشكلة الرئيسة لهذه الدراسة تُعزى الى حقيقة ان متعلمي اللغة الثانية والاجنبية لا يكونوا قادرين على التعرف على المعنى الضمني (الكامن) وفهمه لأفعال الحيوان لان هذه الافعال يحاكي جرسها معناها فمثال على ذلك الفعل "coo" له معنى قاموسي حيث يشير الى صوت هديل الحمام لكن المعنى الضمني يعني التكلّم برقة وعذوبة . لذلك فان متعلمي اللغة الثانية يمكن ان لا يعرفوا المعنى الضمني لهذه الافعال لان لها تداعيات مختلفة ولهذا فان متعلمي اللغة الثانية والاجنبية يستخدمون تقنيات مختلفة لترجمة هذه الافعال . ومن اهم النتائج التي توصل اليها البحث هي اولا: يتعلق المعنى القاموسي لافعال الحيوان باستخدام كلمات يحاكي جرسها معناها بينما يتعلق المعنى الضمني بمعنى آخر كامن .ثانيا: تتصف افعال الحيوان الانكليزية اذا ما اخذنا بالحسبان المعنى القاموسي بشكل صوتي بينما تتصف بشكل دلالي اذا ما تحدثنا عنه بشكل ضمني. من السهل على متعلمي اللغة الثانية فهم المعنى القاموسي لافعال الحيوان ولكن من الصعب التعرف على المعنى الكامن.

1. Barnyard Verbs

The word "verb" can be defined as a term used in the grammatical classification of words , to refer to a class traditionally defined as (doing) or (action). Thus , barnyard verbs are the set of intransitives that characterize animal communication e.g., baa , bray , cuckoo , gaggle , mew , yelp , etc. Their origin is usually onomatopoeic ,(i.e,) within the constraints of English phonology. They occasionally take human subjects , in which case they metaphorically suggest that a human being is imitating or behaving in a fashion similar to a normal subject that they do not usually have a human subject which is borne out by the fact that they do not allow reference to propositional content (Crystal, 1985 : 318) .

For example, the verb "coo" has a denotative and connotative meaning Consider the following Sentences .

1-The dove *cood* softly .

2-The baby *cood* softly .

In the first sentence , the verb "coo" is an onomatopoeic verb whereas in the second sentence means "to talk softly and gently" .

2. The Notion of Meaning

The notion of meaning has been of central concern to semanticists and pragmatists through their search to determine why words would have the meaning they do have , Simpson states that human beings do not produce utterances for the sake of phonetics , phonological or grammatical features , utterances produced to convey meaning . Thus , meaning can be either denotative or connotative . (1995 : 176)

2.1 Denotative Meaning refers to the literal meaning of a word . The dictionary definition for example , if you look up the word "snake" in a dictionary , you will discover one of its denotative meaning is "any of numerous scaly , legless , sometimes venomous , reptile" (Yule, 1996 : 130)

2.2 Connotative Meaning refers to the associations that are connected to a certain word or emotions or suggestions related to that word. Thus , the connotative meaning for the word "snake" could mean evil or danger .

3. Techniques of Translation

Many translation theorists have discussed translation techniques such as Vinay and Darbelnet (1958) , Newmark (1981) , Fawcett (1997) .

Translation techniques can be defined as procedures to analyze and classify how translation equivalence works. They have five basic characteristics:

- 1.They affect the result of the translation.
- 2.They are classified by comparison with the original.
- 3.They affect micro- units of text.
- 4.They are by nature discursive and contextual.

5.They are functional. (Molina and Albir 2002)

Vinay and Darbelnet (1958) define seven basic procedures operating on three levels of style : lexis , distribution (morphology and syntax) and message. The procedures are classified as direct (or literal) and oblique.

Literal translation occurs when there is an exact structural , lexical , even morphological equivalence between two languages. This is only possible when the two languages are very close to each other. The literal translation procedures are :

1. **Borrowing** : a word taken directly from another language. Such borrowed words are termed as loan words .For example , in Arabic words like ديمقراطية ، امبريالية ، ديكتاتوري which are used in politics are borrowed from English words *dictatorial* , *imperialism* , *democratic and bourgeoisie*. This procedure is known in Arabic , naturalization and such words are called naturalized words. Borrowed words are often printed in italics when they are considered “foreign”

2. **Calque or Loan Translation or “ Through Translation “**

(as Newmark 1981:30 calls)

A foreign word or phrase translated and incorporated into another language , e.g. a term or expression introduced into one language by “literally” translating it from another language with no grammatical or semantic adjustments.

This is a type of borrowing at the level of structure or manner where the translator imitates the structure or manner of expression of the ST at phrase level. For example, the Arabic structures and expressions below are loan translations from English:

America is the superpower of the world

ان اميركا هي السوبر باور في العالم

They didn't accept even the discussion of the subject
Frequently, calques are used to coin new terms for new concepts as in the following : حرب باردة (cold war), صلب القضية (the heart of the matter) (Darir , 2004: 40-41)

3.Literal (or interlinear) translation

It is important to understand that literal translation is a technique rather than a type of translation. It is word for word translation or a one (word) by one translation. It can be used between some languages but not between others depending on structural similarities at the sentence level.

For example , “She looked at him “ can be translated literally into Arabic as “ نظرت اليه “ (Ibid)

Oblique (or Indirect) Translation Techniques

They occur when word for word translation is impossible .They are used when the structural or conceptual elements of the SL cannot be directly translated without altering meaning or the grammatical and stylistic elements of the TL.

Oblique Translation Techniques include four techniques in Vinay and Darbelnet's taxonomy :

(a) Transposition , (b) modulation, (c) reformulation or (Equivalence), and (d) adaptation

(a) Transposition also termed “ shift” (Newmark,1965:73) can be defined as recategorization , i.e. a change at the level of grammar while translating from SL to TL. Newmark (1988:85) identifies four types of transposition :

The first type is about the form and position of words. For example ,” a fast car “ can be rendered into Arabic as " سيارة سريعة " where the position of the adjective changes from English into Arabic .

The second type is used when the SL grammatical structural does not exist in the TL .The translator should look for many options to convey the meaning of the ST including shifts between grammatical categories.

For instance , the English gerund in the following expression might be translated into two variable ways in Arabic:

ST : Talking to you was a pleasure

TT : معك كان من دواعي سروري الحديث .
سررت بالحديث معك.

The third type occurs where literal translation is possible grammatically but may not accord with the natural usage in the TL. For example , the English

expression “Give way” which is used in traffic regulations and means in Arabic : ‘الاسبقية لليمين’ او ‘للقادم من اليمين’. The English verb is substituted by a noun phrase in Arabic .

The fourth type is called level shifts (Catford :1965:73).It occurs when the translator uses a grammatical structure as a way to fill a lexical gap in the TL. Translators prefer to use transposition since it offers a variety of possibilities that help overcoming the problem of untranslatability.

(b)Modulation

Modulation is basically syntactic .It is semantic- pragmatic and syntactic or lexical procedure that results from variation of view or a change in degree of certainty when there is no translation equivalent or when the literal translation sounds awkward in the TL. Two major types can be distinguished: first ,“recorded or standard modulation “ since they are lexicalized and recorded in bilingual dictionaries ; second, “free modulation” are not directed by the lack of equivalence but by the desire to sound more natural in the TL. For instance,
ST: Before attempting to answer this question

TT قبل الاجابة عن هذا السؤال

Modulation becomes compulsory when there is a lexical gap in the TL as in standard modulation (Newmark ,1988:88). Nevertheless, this procedure must be avoided unless necessary for the naturalness of the translation.

(c) Equivalence

The translator uses equivalence as a translation technique whenever literal translation fails and whenever transposition and modulation are of no use to convey the meaning in the TL.

Equivalence is used when rendering idioms , proverbs ,advertising slogans and clichés (sentences or phrases that usually express popular or common thoughts or ideas but which have been lost)

For example , the response to the expression “thank you” in English may be “you’re welcome” . In Arabic , it is possible to respond to thanks you as “ لا شكر على واجب ” or “ عفوا ”

(d) Adaptation or Cultural Transposition

Adaptation is used whenever the context referred to in the ST (prototext) does not exist in the culture of the TT (metatext), therefore it is necessary to re – create some forms .(Vinay and Darbelnet ,1958 : 47-48) In other words , adaptation is considered a type of re-writing of the ST to make it conform to the rules of the language and especially the culture of the TL community.

The most obvious examples of this technique are :

(Moroconize, Frenchize , Arabicize , Englicize,...) the tendency to nationalize works for literature as in plays

(miles vs kilometers) units of measuring

(grammes vs pounds) units of weighing

(clothes , habits , and furniture) are culturally-bound words or expressions

Furthermore ,the social and cultural customs can be related to this technique. The English expression “ He shook me by hand”

is conveniently translated into Arabic as " شد على يدي بحرارة "

3.2 Translation of English Barnyard Verbs

Twenty English barnyard verbs (animal onomatopoeia) have been selected from Oxford Advanced Learners Dictionary and Cambridge Advanced Learner's Dictionary (3rd edition) . They have substantial content and can be divided into primary and secondary or direct and indirect. Translating these verbs into Arabic involves a counterpart that reflects similar sound effects in the TL . The verbs are illustrated below and how they can be interpreted and translated .

(1) The verb "moo"

ST : 1.a The cow *mood* from the barn. (Direct)

1.b The woman *mood* in a silly way . (Indirect)

The verb "moo" in (1-a) has a denotative meaning in that it signifies the sound that most cows use naturally ; therefore it can be translated literally into " تخور "

In (1-b) the verb "moo" has a connotative meaning which indicates that the woman keeps nagging ; thus it can be rendered into " تتق " or " تتذمر " باستمرار

(2) The verb "yelp"

ST: 2.a The dog *yelped* loudly .(Direct)

2.b The boy *yelped* in pain .(Indirect)

In (2.a) the verb "yelp" has a denotative meaning (i.e.) onomatopoeic since it indicates the dog's sound and accordingly it can be translated literally into "يعوي او ينبج" but in (2.b), it has a connotative meaning which means that the boy is crying in pain ; so it can be translated into "بيكي بمرارة"

(3) The verb "cluck"

ST. 3.a The chicken *clucks* . (Direct)

3.b The teacher *clucks* sympathetically .(Indirect)

In (3.a) the verb "cluck" has a dictionary meaning in that it refers to the sound of a chicken which can be translated literally into "يقرق" whereas in (3.b) it has a connotative meaning in that it indicates that the teacher feels sad and sympathetic , thus it can be translated into "يشعر بالحزن"

(4) The verb "roar"

4.a The lion *roared* angrily .(Direct)

4.b The fans *roared* their approval .(Indirect)

In (4.a) the verb "roar" has a phonological sense in that it indicates the lion's sound and can be translated literally into "يزأر" , whereas in (4.b), it has an associative sense since the fans are so enthusiastic and noisy ; therefore it is rendered into "يصيح بأعلى صوت"

(5) The verb "gaggle"

5.a The geese *gaggle* .(Direct)

5.b Tourists *gaggle* on the beach .(Indirect)

The verb "gaggle" in (5.a) has the sound of geese which can be translated literally into "ينقنق" , while in (5.b) , it indicates that the tourists make a lot of noise ; thus ,it can be rendered into "يصدر اصوات" .
"مزعجة او يعمل ضوضاء"

(6) The verb "buzz"

6.a The bees *buzzed* lazily .(Direct)

6.b The doctor *buzzed* for the next patient to come .(Indirect)

In (6.a), the verb "buzz" refers to bee 's sound that can be translated literally into "يطنن او يدندن" او "يطن" , whereas in (6.b) , it means "to call somebody to come" where it can be rendered into "ينادي على"

(7) The verb "chirp"

7.a The bird *chirps* loudly .(Direct)

7.b Mrs. Allen *chirps* in a lively way .(Indirect)

In (7.a), the verb "chirp" indicates the birds natural sounds and can be translated into " يزقزق او يغرد " while in (7.b), it means " to talk in a cheerful way" which can be rendered into " يتحدث بابتهاج او فرح "

(8) The verb "woof"

8.a The dog started to *woof* . (Direct)

8.b The boss was *woofing* . (Indirect)

In (8.a), the verb "woof " means the dog's natural sound and can be translated into " ينبج او يعوي " whereas in (8.b), it means " to say something in a boastful or aggressive way" ; therefore , it can be rendered into " .

(9) The verb "quack"

9.a The duck *quacks* loudly .

9.b The doctor *quacks* when he checks up patients.

In (9.a), the verb "quack" means the duck's sound and can be translated into " يبطط / يعقق " , whereas in (9.b), "quack" means that the doctor "dishonestly claims to have knowledge or skills " , thus it can be rendered into " يتباهى او يتظاهر بعلمه " .

(10) The verb "screech"

10.a The monkeys were *screeching* in the trees .

10.b The teacher *screeches* at his students .

In (10.a), the verb "screech" means the monkey's sound and can be translated into " يصر " , whereas in (10.b), the verb "screech" means to rebuke or reprimand ; therefore, it can be rendered into " يوبخ " .

(11) The verb "chatter" .

11.a Squirrels *chatter* loudly .(Direct)

11.b Children *chatter* foolishly .(Indirect)

In (11.a), the verb "chatter" has a dictionary meaning and can be translated into " يقبق " , whereas in (11.b), it means "to talk quickly and continuously ; so it can be rendered into " يهذر "

(12) The Verb "coo" .

12.a Pigeons *cooed* Softly .(Direct)

12.b The babysitter *cooed* .(Indirect)

In (12.a), the verb "cooed" has a dictionary meaning because it refers to the pigeon's sound and can be translated into " يهدل " , whereas in (12.b) it means "to speak gently" ; thus, it can be rendered into " يتحدث برقة او بلطف "

(13) The Verb "bleat" .

13.a The lamb was *bleating* faintly . (Direct)

13.b The woman was *bleating* awkwardly .(Indirect)

In (13.a),the verb "bleat" has a denotative meaning in that it indicates the lamb's sound and can be translated into " يَمَأْ " ,whereas in (13.b) , it means complaining ; therefore, it can be rendered into " تَشْتَكِي " .

(14) The Verb " bray "

14. a The donkey *brayed* . (Direct)

14.b . She had been *braying* loudly.(Indirect)

In (14.a), the verb "bray " , has dictionary meaning which indicates donkey's natural sound and can translated into " يَنْهَق " ,whereas in (14.b) , it means complaining , so it can be rendered into " يَشْتَكِي " .

(15) The Verb " neigh "

15.a The horse *neighed* .(Direct)

15.b The child *neighed* .(Indirect)

In (15.a), the verb "neigh", has dictionary meaning which indicates the horse's sound and can be translated into " يَصْهَل " ,while in (15.b) , it means to grumble , thus it can be rendered into " يَتَذَمَّر " .

(16) The Verb " hiss "

16.a Why do snakes *hiss*? (Direct)

16.b " Shut up , Tom " , she *hissed* (Indirect)

In (16.a), the verb "hiss" means the snake's sound and can be translated into " يَهْسِهْس " ,whereas in sentence (16.b) , it means to say something in a quite angry way ; thus it can be rendered into " يَصِيحُ بِغَضَبٍ " .

(17) The verb " grunt "

17.a The pigs were *grunting* contentedly as they ate their food.(Direct)

17.b He hauled himself over the wall, *grunting* with the effort.(Indirect)

In (17.a) , the verb "grunt" means the pig makes a low rough sound and can be translated into " يَقْبَع " , whereas in (17.b) it means a person makes a short low sound instead of speaking , usually because of anger or pain , so it can rendered into " يَنْخَر " .

(18) The verb " howl "

18.a The wolves *howled* at the moon .(Direct)

18.b The baby was *howling* all the time I was there.(Indirect)

In (18.a), the verb “howl” means the wolf’s sound , to make a long loud cry and can be translated into "يعوي", while in (18.b) it means to make a loud long cry when in pain or anger " يصرخ من شدة الألم".

(19) The verb “squeak ”

19.a The mouse ran away , *squeaking* with fear. (Direct)

19.b “Let go of me ! “, he *squeaked* nervously . (Indirect)

In (19.a) ,the verb “squeak “ means to make a short high sound that is not very loud of a mouse and can be translated into “ صرّ او صرير “, whereas in (19.b) it means to speak in a very high voice , especially when you are nervous or excited , thus it can be rendered into “ يصدر صوتاً عالياً “

(20) The verb “ yap “

20.a The dogs *yapped* at his heels. (Direct)

20.b Stop yapping , I have a headache. (Indirect)

In sentence (20.a) the verb “ yap” means to bark a lot and can be translated into “ ينبج كثيراً “ , whereas in (20.b) it means to talk in a silly , noisy and usually irritating way ; therefore , it can be rendered into “ يتحدث بسخافة او بصورة مزعجة”.

4. Research Methodology

The methodology used in the current paper includes the participants , the tools used data collection and the way in which data analysis is done .

4.1 Participants

The research includes (30) Iraqi undergraduate students of the department of English / college of Languages /University of Baghdad. The participants’ age ranges from (20) to (47) years .They are selected from both morning and evening studies.

4.2 Tools

The materials and tools used in the current study are as follows:

- (a) In order to assess the students’ receptive knowledge of using English barnyard verbs and recognize their meanings , a recognition test is used. It consists of (20) items of multiple choice type. The participants are given (20) minutes to respond to this test.(See appendix A)
- (b) For measuring the students’ ability in translating English barnyard verbs appropriately and the techniques they use in rendering them , a production test is used .It consists of (20) items where the participants should translate the English barnyard verbs into Arabic The time allocated for this test is (20) minutes. (See appendix B)

4.3 Data Analysis and Discussion

The data will be analyzed focusing on the responses received for each test administered to the participants .

Regarding the participants , they are chosen randomly from the department of English and they are studying Translation for three years They are 30 undergraduate students /fourth year during the academic year 2016-2017. Table (4-1) below represents the distribution of participants according to variables of gender and age :

Variable	Category	No. of Students	Percentage
Gender	Male	9	30
	Female	21	70
	Total	30	100
Age	20-26 Male & Female	23	76.6
	27-33 Male & Female	3	10
	34-40 Male & Female	3	10
	41-47	1	3.4
	Total	30	100

Table (4-1) Distribution of Participants according to Gender and Age variables

As to the recognition test, it is found that the participants have made less errors when the barnyard verb is direct (i.e. it has a denotative meaning), but when the barnyard verb is indirect (i.e. it has a connotative meaning) , participants find it very difficult to recognize that meaning .In other words , the majority of participants have selected the correct meaning for items (5,8,10,12,14,15,16,18,19,20) that indicate the direct meaning of the barnyard verbs , whereas they couldn't recognize the correct meaning for items (1,2,3,4,6,7,9,11,13,17) which indicate the indirect meaning of the barnyard verbs.

The subjects' responses in the recognition test are shown in table (4.2) below:

Item No.	Correct Responses No.	Incorrect Responses No.	Avoidance No.
1.	14	10	6
2.	9	17	4
3.	3	20	7
4.	4	22	4
5.	12	11	7
6.	23	3	4
7.	17	7	6
8.	12	13	5
9.	24	2	4
10	20	6	4
11.	19	7	4
12	10	15	5
13.	3	23	4
14.	24	2	4
15.	11	15	4
16.	7	18	5
17.	22	1	7
18.	15	9	6
19.	12	10	8
20.	10	14	6
Total	271	225	108

Table (4-2) The subjects' responses in the recognition test

On the other hand , from the analysis of performance of the participants' production test , it is observed that the majority of participants could not translate the barnyard verbs accurately and properly. This can be due to the misunderstanding and miscomprehension of the indirect meaning (i.e. connotative meaning) of the barnyard verbs. More specifically, for items (1,3,5,6,8,10,14,16,17,18) the participants failed to translate the

barnyard verbs which have direct meaning except those items no. (5,17) where students have successfully translated them accurately . The subjects' responses in the production test are shown in table (4.3) below

Item No.	Correct Responses No.	Incorrect Responses No.	Avoidance No.
1.	-	22	8
2.	3	17	10
3.	-	23	7
4.	8	13	9
5.	17	4	9
6.	7	13	10
7.	-	21	9
8.	2	23	5
9.	4	14	12
10	9	13	8
11.	-	17	13
12	2	20	8
13.	3	19	8
14.	-	21	9
15.	-	20	10
16.	-	20	10
17.	18	6	6
18.	1	16	13
19.	-	17	13
20.	-	19	11
Total	74	318	188

Table (4-2) The subjects' responses in the production test

Comparing the subjects' responses in both tests , it can be seen that the number of incorrect responses in the production test (i.e.318) is greater than that in the recognition test (i.e.225). This indicates that the participants could not translate the barnyard verbs specifically when these verbs have connotative meaning.

Furthermore, participants have used some techniques such as modulation , equivalence and paraphrasing when translating some barnyard verbs:. In other words, for the indirect barnyard verbs in the production test (i.e. items 2,4,7,9,11,12,13,15,19,20) which represent the barnyard verbs (clucks , bleating , screeches, neighed, braying , yapping, howling , quacks ,squeaked) subsequently , the participants prefer to translate them into (يهمس ، حزين ، شعرت بضيق) (يداوي او صرخ بعصبية ، يحتال او يفحص ، يصرخ ، يعمل ضوضاء ، ينادي ، يصرخ ، يؤذي)

To sum up , the following table shows the selected barnyard verbs used in this paper with their denotative and connotative meanings and their translation into Arabic:

	Barnyard verbs	Denotative meaning & Translation	Connotative meaning & Translation
1.	Moo	Cow's sound خوار او تخور	Woman keeps nagging او تتذمر تنق بااستمرار
2.	Yelp	Dog's sound / يعوي او ينبج نباح	Crying بمرارة يبكي
3.	Cluck	Chicken's sound تقرقر	Feeling sad يشعر بالحزن
4.	Roar	Lion's sound يزأر / زئير	Enthusiastic & noisy يصيح بأعلى صوت
5.	gaggle	Geese's sound ينقق / نقيق	Make a lot of noise يصدر اصوات مزعجة
6.	Buzz	Bee's sound / يطنطن او يدندن طنّ او دنّ	Call somebody to come ينادي على
7.	Chirp	Bird's natural sound يسقسق او يزقزق او يغرد	Talk cheerfully او يتحدث بابتهاج فرح
8.	Woof	Dog's natural sound ينبج او يعوي	Say something boastfully or aggressively يتحدث بعوانية او بتبجح

9.	Quack	Duck' sound يبيط / زبيط او عقق	Claim to have knowledge or skills dishonestly يتباهى او يتظاهر بعلمه
١٠	screech	Monkey's sound زفاح او قهقهة او قرقدة	Rebuke or reprimand يوبخ
١١	chatter	Squirrel's sound صرير / صر	Talk quickly & continuously يهذر
١٢	Coo	Pigeon's sound هديل / هدلت	Speak gently او بلطف يتحدث برقة
١٣	Bleat	Lamb's sound يماأ	Complaining يشتكي
١٤	yap	Dog barks a lot ينبج بصوت عالي	to talk in a silly , noisy and usually irritating way يتحدث باستهزاء
١٥	neigh	Horse's sound يسهل / سهيل	Grumble يتذمر
١٦	hiss	Snake's sound يهسهس / هسيس	To say something in a quite angry way يصيح بغضب
١٧	squeak	Mouse's sound	to speak in a very high voice يصدر صوتا عاليا
١٨	yelp	Dog's natural sound ينبج ا	To cry in pain يبكي بمرارة
١٩	grunt	Pig's sound يقبع	To make a short low sound ينخر
٢٠	howl	wolf's sound يعوي	to make a loud long cry when in pain or anger يصرخ من شدة الالم

CONCLUSION

This paper has come up with the following conclusions :

- (1) The concept of barnyard verbs can be difficult to understand without being exemplified .
- (2) It is easy to figure out denotative meaning of barnyard verbs but it is hard to understand connotative meaning of these verbs because they have different meanings with different contexts .
- (3) Connotative meaning of barnyard verbs carry the colloquial meaning which is very different from formal ones .
- (4) Denotative meaning of barnyard verbs carry the dictionary meaning or literal meaning or it indicates onomatopoeic meaning .
- (5) Barnyard verbs are phonetically described in terms of denotative meaning whereas they are semantically described in terms of connotative meaning .
- (6) EFL learners are unfamiliar with some English barnyard verbs and their meanings.
- (7) The participants' responses in both recognition and production tests support the belief that English barnyard verbs are problematic and difficult to translate.
- (8) The participants have adopted some techniques in translating English barnyard verbs such as : paraphrasing , modulation and equivalence.
- (9) Most of the errors committed by the participants in both tests reflect some ignorance of the use of English barnyard verbs in question and their meanings.
- (10) Direct English barnyard verbs (or with denotative meaning) are more easy to translate than indirect English barnyard verbs (or with connotative meaning)

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Appendix (A)
LEARNER'S QUESTIONNAIRE

Dear Participant,

Thank you for your time in doing this questionnaire. I would like to inform you that this is not a test .The results will be used for the purpose of my research and not to evaluate your knowledge of the English language. Your answers will be completely anonymous .Please , read the instructions very well and answer every question before you submit your answers.

Thank you for your cooperation and participation

Participant's Name :

Name of the College:

This questionnaire consists of three parts :

PART ONE

Demographic Information

- What is your gender ? ☐ Male ☐ Female
- What is your age group? ☐ ☐ ☐ ☐
 20-26 27-33 34-40 41-47
- What is your type of study ? ☐ Morning ☐ Evening
- What is your educational degree ?
 ☐ High school ☐ Bachelors ☐ Masters ☐ Doctorate

PART TWO

(Comprehension Test)

Choose the correct meaning of the English barnyard verb (written in italics) :

1. The woman *mood* in a silly way .
(a) spoke loudly (b) kept nagging (c) spoke gently (d) a cow made a natural sound
2. The girl *yelped* when he stepped on her foot .
(a) cried (b) a dog made a natural sound (c) shouted (d) felt sad
3. My sister *clucked* her disapproval .
(a) cried (b) spoke nervously (c) a chicken made a natural sound
(b)(d) felt sympathetic
4. The boss was *woofing* .
(a) speak boastfully (b) a dog made a natural sound (c) speak nervously
(d) speak angrily
5. The lamb was *bleating* faintly .
(a) complained (b) spoke foolishly (c) spoke gently (d) a lamb made a sound
6. He *buzzed* a servant
(a) complained (b) called someone to come (c) spoke gently (d) spoke loudly
7. " How wonderful to see you again ,darling ," she *cooed*
(a) a dove made a natural sound (b) shouted (c) spoke boastfully
(d) spoke gently
8. The bird *chirps* loudly.
(a) complains (b) makes a gentle sound (c) a bird made a natural sound
(d) makes a loud sound
9. He *hissed* off the stage .
(a) a snake made a natural sound (b) spoke foolishly (c) spoke angrily
(d) spoke loudly
10. The duck *quacks* loudly.
(a) speaks gently (b) speaks angrily (c) a duck made a natural sound
(d) complains
11. Tourists *gaggle* on the beach .
(a) geese made natural sound (b) complain (c) make a lot of noise
(d) speak gently.

12. The pigs were *grunting* contentedly as they ate their food .
(a) making a short high sound (b) making a low rough sound (c) crying
(d) say something with a high happy voice.
13. “ Stand back “ , he *roared*
(a) a lion made a natural sound (b) laughed very loudly (c) made a
very loud deep sound (d) shouted something very loudly
14. The wolves *howled* at the moon .
(a) cried (b) made a loud sound (c) complained (d) a wolf made a
natural sound
15. The dog *yapped* at his heels.
(a) to bark a lot (b) to make a sudden sound (c) to make a low rough
noise (d) to make a very loud , deep sound
16. The monkeys were *screeching* in the trees.
(a) making a rough sound (b) making a natural sound (c) making a lot of
noise (d) making a cheerful sound
17. Children *chatter* foolishly.
(a) talk quickly and continuously (b) speak gently (c) a bird made a
natural sound (d) rebuke
18. The horse *neighed*.
(a) cried (b) made a rough sound (c) made a cheerful sound (d) made
a natural sound
19. The mules suddenly *brayed* .
(a) made a low sound (b) cried (c) made a loud unpleasant noise like a
donkey (d) grumbled
- 20 .The mice in the cupboard *squeaked* .
(a) made a noisy sound (b) made a natural sound (c) cried (d) made a
cheerful sound

Appendix (B)

(Production Test)

Translate the underlined barnyard verbs in the following sentences into Arabic :

1. The cow mood from the barn
2. The teacher clucks sympathetically.
3. They were gagging near the river
4. She's always bleating about how badly she's been treated.....
5. Bob's big dogs woofed at the mailman.
6. Pigeons cooed softly.
7. " Morning !" she chirped.
8. Why do snakes hiss ?
9. The teacher screeches at his students.
10. Both bees and buzzers buzz.
11. The child neighed.
12. She had been braying loudly
13. Stop yapping , I have a headache.
14. Squirrels chatter loudly.
15. The baby was howling all the time I was there.
16. He hauled himself over the wall , grunting with effort.
.....
17. The lion roared angrily.
18. I accidently trod on the dog's foot and it yelped.
19. The doctor quacks when he checks up patients.
20. "Let go of me !" he squeaked nervously.